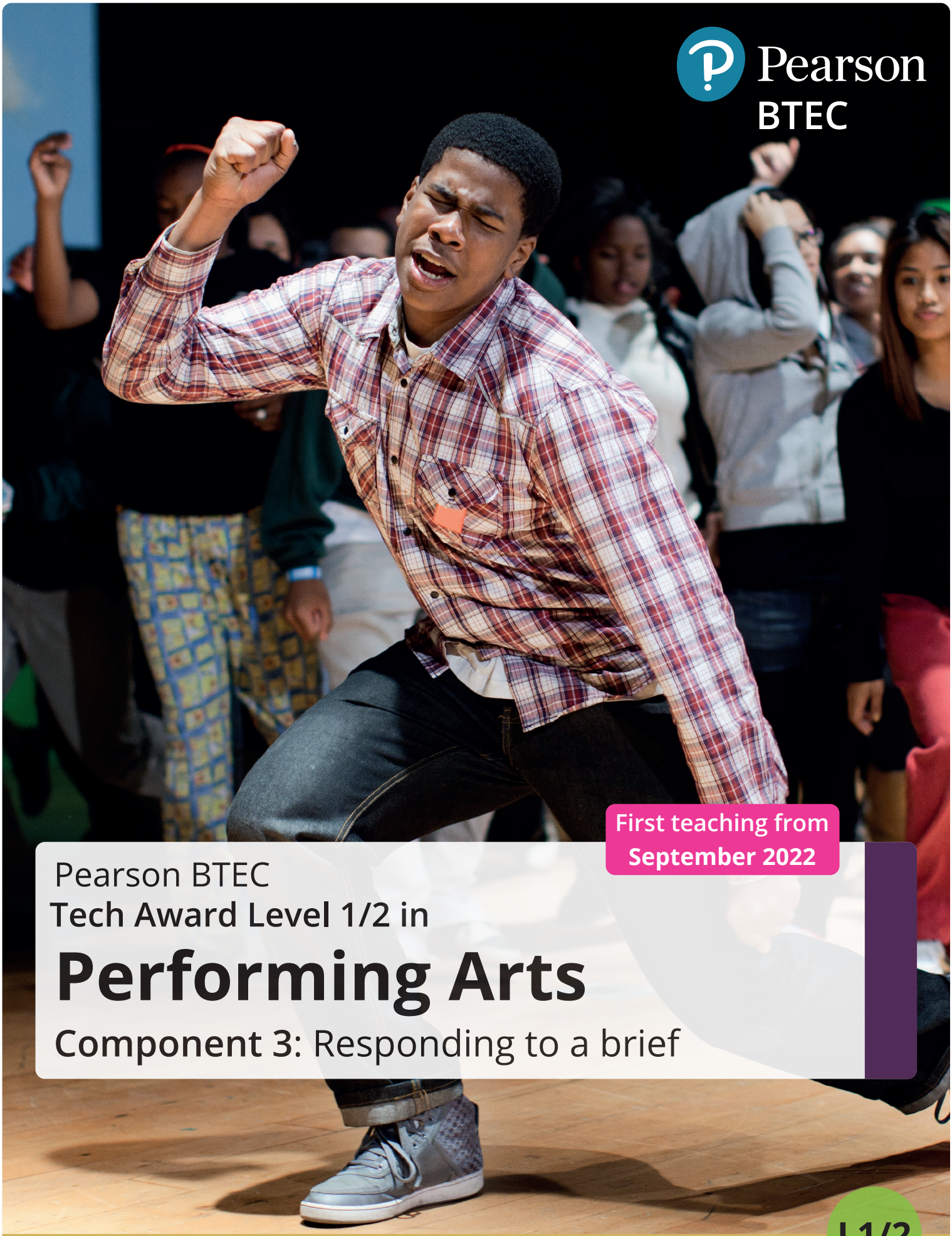

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Performing Arts

Component 3: Responding to a brief

L1/2

Sample Assessment Materials

First teaching from September 2022

Issue 1

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Task (Part S) **1**

Sample mark grid **13**

Pearson BTEC Level 1/Level 2 Tech Award

Sample assessment material for first teaching September 2022

Supervised hours 3 hours

Paper reference XXXXX/XX

Performing Arts

SET TASK: Responding to a Brief

You do not need any other materials.

Information

- The total mark for this paper is 60.
- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and the material must be issued only to learners who have been entered to undertake the task in the relevant series.
- This booklet should be kept securely until the start of the 12- week supervised assessment period timetabled by Pearson, when it will be given to learners to start their research.

Turn over ▶

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Pearson

Instructions to teachers/tutors and/or invigilators

The set task should be completed during the period of 12 weeks timetabled by Pearson.

It is recommended that learners spend up to 8 hours as part of their group on the development of creative ideas and rehearsal for the workshop performance. These development sessions should be supervised under low-control conditions.

The written outcomes for submission (activities 1, 2 and 4 of the set task) must be carried out under supervised conditions with a maximum duration of 3 hours). The supervised time can be in more than one session. Learners must complete activities 1, 2 and 4 of the set task on a computer or by hand using the example templates provided and submit these as PDFs.

For all written activities (1, 2 and 4) learners may bring their own prepared notes into the supervised assessment period. The information can contain brief bullet points or mind maps of ideas to be covered but must not include fully-formed sentences or phrases that could be used directly in their response. The notes must not exceed four sides of A4 in total. These must be hard copies and can be either handwritten or word processed.

Each group performance workshop will last 7–15 minutes and must be digitally recorded. Design candidates will give a pitch/presentation at the start, allowing their design ideas to be considered in the context of the workshop performance given by their group. The design pitch/presentation must be between 3 and 10 minutes and must be digitally recorded.

The recording of the workshop performance does not form part of the 3 hours of the supervised assessment. Each recording must be introduced with the centre name and centre number followed by each learner stating their full name and learner registration number.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the ***Instructions for Conducting External Assessments (ICEA)*** document. This is to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Teachers/tutors and invigilators should note that they are responsible for maintaining security and for reporting issues to Pearson. In particular:

- only permitted materials for the set task can be brought into the supervised environment
- during any permitted break and at the end of the high-control session(s), materials must be kept securely and no items may be removed from the supervised environment
- learner notes must be retained securely by the centre after the supervised assessment period and may be requested by Pearson if there is suspected malpractice.

After the session, the teacher/tutor or invigilator will confirm that all work was completed independently and is a true reflection of the process as part of the authentication submitted to Pearson.

Each learner must complete an authentication sheet.

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Instructions for learners

Read the set task information carefully.

You must plan your time and submit all the required evidence at the end of the supervised period. Your centre will advise you of the timing for the supervised assessment period.

Refer to your prepared notes to complete written activities 1, 2 and 4 during the supervised assessment period and when working as part of a group. Your teacher/tutor will keep your written work securely during any breaks taken.

Outcomes for submission

You must submit four pieces of evidence:

- Activity 1: an ideas log completed and saved as a PDF (up to 800 words).
- Activity 2: a skills log completed and saved as a PDF (up to 800 words).
- Activity 3: performers – digital recording of a workshop performance to an audience (7–15 minutes per group performance); designers – digital recording of their presentation of between 3 and 10 minutes.
- Activity 4: an evaluation report completed and saved as a PDF (up to 800 words).

You must complete an authentication sheet.

Activity	Evidence	Information
Activity 1 Ideas log	Up to 800 words.	The learner's prepared notes can be used during this activity. The ideas log can be word processed or handwritten and scanned, and must be saved as a PDF.
Activity 2 Skills log	Up to 800 words.	Learner prepared notes can be used during this activity. The skills log can be word processed or handwritten and scanned, and must be saved as a PDF.
Activity 3 Group workshop Performance to an audience	Digital recording of performers must be between 7 and 15 minutes. Pitch/presentation to camera for designers must be between 3 and 10 minutes per designer.	One recording per group performance which is continuous and unedited, lasting 10–15 minutes. Each learner within the group must identify themselves to the camera at the start of the performance. Refer to the Administrative Support Guide (ASG) for file format information.
Activity 4 Evaluation report	Up to 800 words.	Learner prepared notes can be used during this activity. The evaluation report can be word processed or handwritten and scanned but must be saved as a PDF.

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Set task

You have been commissioned by your local Primary Care Trust (PCT) to contribute to a new performing arts health education project.

This project aims to explore health education messages to improve the health and wellbeing of people living in your area.

They have set the stimulus for the performance as:

'Too good to be true'

In response to this stimulus, you must work as part of a group of 3–7 performers, plus up to a maximum of 4 designers,* to contribute to a workshop performance (approximately 7–15 minutes) that communicates ideas and creative intentions on aspects of health and wellbeing to a specific target audience.

Throughout the task you must participate in discussions and practical activities to shape and develop original material.

It is recommended that you spend approximately 8 hours working with your group developing ideas and rehearsing or designing for the performance.

You will need to keep notes of how you developed your ideas and skills to support your written submissions.

Performers must perform in the workshop performance.

Designers must pitch/present design ideas to an audience.

As a performer, you will need to perform as part of a group and work well with the other members of the group, applying skills and techniques in order to communicate the group's creative intentions.

As a designer, you will present your design idea showing how you applied skills and techniques in order to communicate creative intentions.

You will be required to evaluate your work.

*For the attention of Design candidates only:

Each designer in the group must have a different design focus from one of the following categories: costume/makeup/masks/hair, set/props, lighting, sound. Designers will pitch/present their design ideas to the invited audience at the start of their group's performance. It is expected that each pitch/presentation will last approximately between 3 and 10 minutes (including demonstration of elements) and it must be recorded. Design elements may be realised in the group's performance, but for assessment purposes, design ideas must be demonstrated as part of the presentation, for example in the form of a set model or sound recordings with cue sheets.

Set task

You must complete ALL activities in the set task.

Activity 1: Ideas log

You should work with your performance group to develop ideas based on the stimulus. You should prepare notes to support completion of Activity 1.

Complete the ideas log to capture your contribution to the development of ideas in response to the brief.

You must complete the ideas log template, providing information on the following:

- the concept and style of performance
- your selection of target audience
- the resources needed (during development and performance)
- your contribution to the exploration and development of ideas
- how the work of others has influenced your ideas.

You will be assessed on your individual contribution to the interpretation of the brief, exploration and development of ideas and planning.

You should spend 1 hour completing the ideas log, under supervised conditions during the time scheduled by your teacher/tutor. Your log entry should be up to 800 words long.

(Total for Activity 1 = 15 marks)

Activity 2: Skills log

You should work within your performance group to develop skills related to the performance idea based on the stimulus. You should prepare notes to support completion of Activity 2.

You must complete the skills log template, providing information on the following:

- your role in the group
- the skills and techniques you selected
- how you developed your skills and techniques
- your individual contribution to the rehearsal/development process
- how the work of practitioners has influenced your development of skills and techniques.

You will be assessed on your selection and development of skills, contribution to the rehearsal/development process and use of the influence of practitioners.

You should spend 1 hour completing the skills log, under supervised conditions during the time schedule by your teacher/tutor. Your log entry should be up to 800 words long.

(Total for Activity 2 = 15 marks)

Activity 3: Workshop performance

As performers, you must present your group workshop performance or pitch/ presentation to an invited audience.

The group workshop performance should approximately be between 7 and 15 minutes long. You will need to perform as part of a group and work well together.

Design candidates must give a pitch/presentation of approximately between 3 and 10 minutes at the start of the workshop performance.

You will be assessed on your individual contribution, skills and techniques, collaboration with others and communication of creative ideas to the audience through your role.

(Total for Activity 3 = 18 marks)

Activity 4: Evaluation report

Complete the evaluation report, reflecting on the effectiveness of the development process and the performance or design outcome. You should prepare notes to support completion of Activity 4.

You must complete the evaluation report template provided by evaluating the following:

- how the outcome met the requirements of the brief
- the development process
- the performance or design outcome
- the key strengths of your work
- areas for further development.

You will be assessed on your ability to evaluate your own contribution to the development of ideas, skills and the workshop performance or design.

You should spend 1 hour completing the evaluation report, under supervised conditions during the time schedule by your teacher/tutor. Your log entry should be up to 800 words long.

(Total for Activity 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

Additional set task information

Example of ideas log template

Activity 1: Ideas
You must tell us about: • the concept and style of performance • your selection of target audience • the resources needed (during development and performance) • your contribution to the exploration and development of ideas • how the work of practitioners has influenced your ideas.

(Total for Activity 1 = 15 marks)

Example of skills log template

Activity 2: Skills
You must tell us about: • your role in the group and the skills and techniques you selected • how you developed your skills and techniques • your individual contribution to the rehearsal/development process • how the work of practitioners has influenced your development of skills and techniques.

(Total for Activity 2 = 15 marks)

Example of evaluation report template

Activity 4: Evaluation report
You must tell us about: • how the outcome met the requirements of the brief • the development process • the performance/design outcome • the key strengths of your work • areas for further development.

(Total for Activity 4 = 12 marks)

Component 3: Responding to a Brief

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where some judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band.
- The mark awarded within the band will be decided based on the quality of the response in relation to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how the learner has evidenced each of the descriptor bullet points

Activity 1: Ideas log				
0 marks	**1–3 marks**	**4–7 marks**	**8–11 marks**	**12–15 marks**
No rewardable material	• Ideas demonstrate limited consideration of the requirements of the brief. • Limited exploration of ideas and use of influences in response to the brief. • Limited contribution of individual ideas within a group. • Limited planning and management of resources in response to the requirements of the brief.	• Ideas demonstrate adequate consideration of the requirements of the brief. • Adequate exploration of ideas and use of influences in response to the brief. • Adequate contribution of individual ideas within a group. • Adequate planning and management of resources in response to the requirements of the brief.	• Ideas demonstrate competent consideration of the requirements of the brief. • Competent exploration of ideas and use of influences in response to the brief. • Competent contribution of individual ideas within a group. • Competent planning and management of resources in response to the requirements of the brief.	• Ideas demonstrate effective consideration of the requirements of the brief. • Effective exploration of ideas and use of influences in response to the brief. • Effective contribution of individual ideas within a group. • Effective ability when planning and management of resources in response to the requirements of the brief.

Activity 2: Skills log				
0 marks	**1–3 marks**	**4–7 marks**	**8–11 marks**	**12–15 marks**
No rewardable material	• Makes superficial connections between the selected skills and techniques and the brief. • Limited consideration to practical adaptation and development of skills. • Limited use of the influence of others to develop skills and techniques. • Limited contribution to the rehearsal/development process.	• Makes partially relevant connections between the selected skills and techniques and the brief. • Partial consideration to practical adaptation and development of skills. • Adequate use of the influence of others to develop skills and techniques. • Adequate contribution to the rehearsal/development process.	• Makes clear and relevant connections between the selected skills and techniques and the brief. • Clear and relevant consideration to practical adaptation and development of skills. • Competent use of the influence of others to develop skills and techniques. • Competent contribution to the rehearsal/development process.	• Makes perceptive and secure connections between the selected skills and techniques and the brief. • Effective consideration to practical adaptation and development of skills. • Effective use of the influence of others to develop skills and techniques. • Effective contribution to the rehearsal/development process.

Activity 3: Workshop performance				
0 marks	**1–4 marks**	**5–9 marks**	**10–14 marks**	**15–18 marks**
No rewardable material	• Limited delivery and communication of ideas. • Limited and tentative use of performing or production arts working practices in performance / presentation • Limited application of performance or design skills and techniques.	• Appropriate delivery and communication of ideas. • Adequate and partially disciplined use of working practices in performance / presentation. • Adequate application of performance or design skills and techniques.	• Effective delivery and communication of ideas. • Competent and positive use of working practices in performance / presentation • Effective application of performance or design skills and techniques.	• Confident delivery and communication of ideas. • Effective and confident use of working practices in performance / presentation. • Fluent application of performance or design skills and techniques.

Activity 4: Evaluation report				
0 marks	**1–3 marks**	**4-6 marks**	**7-9 marks**	**10-12 marks**
No rewardable material	• Limited evaluation of individual contribution to ideas, development and outcome. • Limited and imbalanced evaluation of the group development process and outcome, with tentative links to the brief. • Provides generic ideas relating to strengths and further development.	• Adequate evaluation of individual contribution to ideas, development and outcome. • Adequate and partially balanced evaluation of the group development process and outcome, with basic links to the brief. • Provides sound ideas relating to strengths and further development.	• Competent evaluation of individual contribution to ideas, development and outcome. • Effective and generally balanced evaluation of the group development process and outcome, with clear links to the brief. • Provides effective ideas relating to strengths and further development.	• Assured evaluation of individual contribution to ideas, development and outcome. • Fluent and balanced evaluation of the group development process and outcome, with comprehensive links to the brief. • Provides perceptive ideas relating to strengths and further development.

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